



Saluda Elementary

400 West Butler Ave.
Saluda, SC 29138

Grades	3-5 Elementary School	
Enrollment	291 Students	
Principal	Joseph Cox	864-445-2564
Superintendent	Dr. David Mathis	864-445-8441
Board Chair	Ben Harrison	864-445-8632

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Good
2006	Average	Good
2005	Average	Good
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

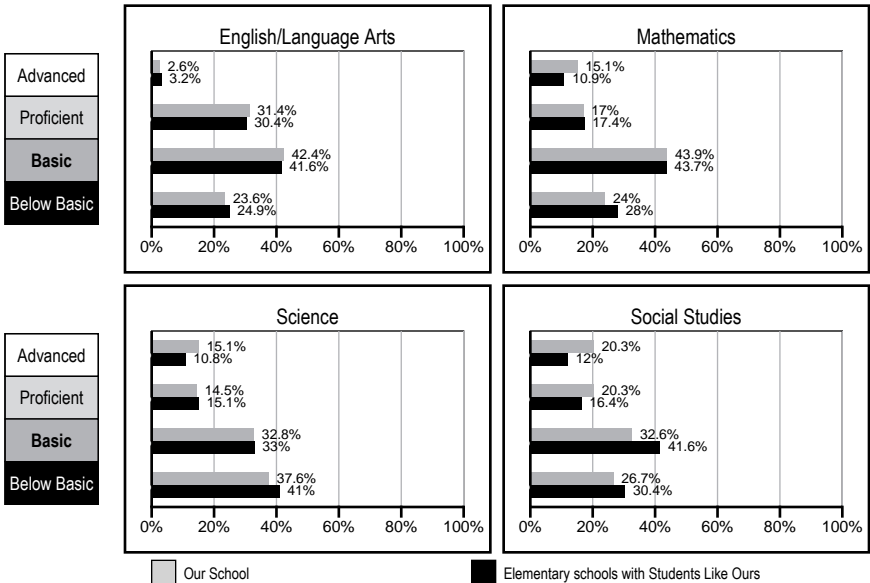
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	26	58	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=291)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.4%	Down from 3.7%	2.8%	2.3%
Attendance rate	96.6%	Up from 96.5%	96.0%	96.3%
Eligible for gifted and talented	3.9%	Down from 5.5%	6.5%	10.4%
With disabilities other than speech	10.9%	Down from 11.7%	9.0%	7.5%
Older than usual for grade	1.7%	Down from 3.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	42.9%	Down from 56.0%	54.3%	56.7%
Continuing contract teachers	76.2%	Up from 72.0%	75.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.0%	Up from 78.8%	85.7%	86.4%
Teacher attendance rate	93.4%	Up from 91.1%	94.9%	94.9%
Average teacher salary	\$42,369	Up 7.0%	\$44,459	\$45,345
Professional development days/teacher	12.8 days	Up from 11.8 days	13.0 days	12.6 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.0 to 1	18.0 to 1	18.5 to 1
Prime instructional time	88.1%	Up from 85.7%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,614	Down 7.7%	\$7,376	\$7,052
Percent of expenditures for instruction*	64.6%	Down from 69.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.4%	Down from 71.0%	64.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Saluda Elementary School is proud of the accomplishments of our students, faculty, and staff during the 2008 school year. Our school has been recognized for the third consecutive year by the South Carolina Department of Education with the Palmetto Silver Award. The Palmetto Silver Award is given to schools that experience high student achievement based upon the Palmetto Achievement Challenge Test. This award can be directly related to our outstanding faculty and staff, our students who achieve at high levels, and our excellent parent/community support.

Technology continues to provide added opportunities for teachers to deliver information and for students to experience learning through different media. All classes now have Smartboards which provide interactive instructional opportunities for students. Teachers have participated in staff development throughout the year to become proficient in using this technology. Students continue to benefit in math and social studies from Compass Learning.

A grant was received this year to provide a full-time nurse. This has been a tremendous asset to providing better health care for our students. Plans for next year include health care instruction in the classrooms to promote a healthy lifestyle for our students. Students participated in a contest to name our school mascot. Striper, the Saluda Elementary School Tiger, added an additional dimension to our school pride and spirit. A new program called Team Challenge afforded students the opportunity to learn sportsmanship and show off some of their athletic skills each nine weeks. Meredith Miller-Rikard was chosen as the Saluda Elementary Teacher of the Year.

Our school is fortunate to have an active PTA and School Improvement Council. The PTA helped provide funds for our school garden and our newly installed school sign. Incentive programs are also provided, such as our "Goals-Go Over All Limits." The "Goals" program provides rewards for students reaching established goals in language arts and math, effort, and behavior. Community projects included Relay for Life, PTA Bingo, Career Fair, canned food drives, Pennies for Patients, and Ronald McDonald. Parent/community opportunities were provided through a PTA Carnival, Muffins for Moms, Donuts for Dads, Grits for Grands, Parent/Teacher Beach Ball Volleyball, PACT Night, and the Talent Show.

Our child-centered school, data driven curriculum, excellent instructional staff, motivated students, and our active parent/community involvement have made this a very successful school year. As we strive to meet the challenges and opportunities ahead, we ask for the continued support of our parents and community in helping us provide the best possible education for each and every child.

Always for children,
Joseph M. Cox, Principal
Maribeth Werts, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	84	58
Percent satisfied with learning environment	66.7%	85.7%	75.9%
Percent satisfied with social and physical environment	87.5%	88.1%	75.9%
Percent satisfied with school-home relations	75.0%	84.3%	79.3%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	282	99.3	23	42.6	31.5	3	49.3	42.4	48.2	Yes	Yes
Gender											
Male	137	99.3	27.8	43.6	25.6	3	43.6	36.5	41.7	N/A	N/A
Female	145	99.3	18.2	41.6	37.2	2.9	54.7	48.5	55	N/A	N/A
Racial/Ethnic Group											
White	101	99	14.3	41.8	41.8	2	62.2	51.9	60	Yes	Yes
African American	124	99.2	29.5	42.6	23	4.9	36.9	30.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	57	100	24	44	32	0	54	41	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	41	97.6	56.4	30.8	10.3	2.6	20.5	14	16	I/S	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	36	100	25.8	45.2	29	0	51.6	36.3	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	222	99.6	26.9	42	28.8	2.4	44.8	34.4	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	282	99.7	23.6	43.9	17	15.5	43.5	46.6	45.8	Yes	Yes
Gender											
Male	137	99.3	24.1	45.1	17.3	13.5	41.4	45.3	45.6	N/A	N/A
Female	145	100	23.2	42.8	16.7	17.4	45.7	47.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	101	99	16.3	39.8	20.4	23.5	55.1	58.2	59	Yes	Yes
African American	124	100	30.1	48	13	8.9	35	31.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	57	100	22	42	20	16	42	45.3	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	41	97.6	66.7	25.6	5.1	2.6	12.8	14	17.1	I/S	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	36	100	32.3	29	19.4	19.4	38.7	37.4	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	222	100	28.2	46.5	14.6	10.8	35.7	35.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	194	100	37.4	32.6	14.4	15.5	29.9	28	35.7	96.6	96.1
Gender											
Male	90	100	34.1	31.8	14.8	19.3	34.1	30	37.4	96.6	95.9
Female	104	100	40.4	33.3	14.1	12.1	26.3	26	33.8	96.5	96.3
Racial/Ethnic Group											
White	70	100	24.6	27.5	17.4	30.4	47.8	38.7	49.2	95.9	95.8
African American	87	100	49.4	35.6	9.2	5.7	14.9	14.7	17	96.7	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	98.7
Hispanic	37	100	32.3	35.5	22.6	9.7	32.3	27.8	24.9	97.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	92.8
Disability Status											
Disabled	27	100	63	14.8	11.1	11.1	22.2	12.6	14	96.1	94.9
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	96.9	94.3
English Proficiency											
Limited English Proficient	24	100	31.6	31.6	21.1	15.8	36.8	25.4	24.4	97.6	96.4
Socio-Economic Status											
Subsided meals	151	100	43.4	34.5	12.4	9.7	22.1	19	21.1	96.3	95.7

Social Studies

All Students	194	99.5	26.3	32.8	20.4	20.4	40.9	29.2	34	96.6	96.1
Gender											
Male	95	100	23.7	38.7	17.2	20.4	37.6	28.7	36.6	96.6	95.9
Female	99	99	29	26.9	23.7	20.4	44.1	29.7	31.3	96.5	96.3
Racial/Ethnic Group											
White	66	100	18.8	26.6	20.3	34.4	54.7	34.8	44.5	95.9	95.8
African American	85	98.8	33.7	38.6	16.9	10.8	27.7	21.6	19.1	96.7	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	98.7
Hispanic	43	100	23.1	30.8	28.2	17.9	46.2	30.6	27.5	97.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	92.8
Disability Status											
Disabled	25	96	65.2	30.4	0	4.3	4.3	5.3	14.4	96.1	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	96.9	94.3
English Proficiency											
Limited English Proficient	25	100	26.1	30.4	34.8	8.7	43.5	27.7	27.3	97.6	96.4
Socio-Economic Status											
Subsided meals	151	99.3	29.9	35.4	21.5	13.2	34.7	23.9	21	96.3	95.7

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	112	99.1	15.2	46.7	29.5	8.6	38.1
	4	99	100	29.5	37.9	29.5	3.2	32.6
	5	106	100	20.4	42.7	36.9	0	36.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	15	42.5	40	2.5	42.5
	4	107	99.1	24.5	41.2	30.4	3.9	34.3
	5	91	98.9	28.4	44.3	25	2.3	27.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	112	100	25.7	48.6	18.1	7.6	25.7
	4	99	100	25.3	40	24.2	10.5	34.7
	5	106	100	17.5	42.7	21.4	18.4	39.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	31.3	53.8	10	5	15
	4	107	100	23.3	41.7	14.6	20.4	35
	5	91	98.9	17	37.5	26.1	19.3	45.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	55	100	27.5	33.3	21.6	17.6	39.2
	4	99	100	39.4	30.9	14.9	14.9	29.8
	5	54	100	30.8	19.2	23.1	26.9	50
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	32.5	50	10	7.5	17.5
	4	107	100	41.7	27.2	16.5	14.6	31.1
	5	45	100	31.8	29.5	13.6	25	38.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	57	98.3	14.8	37	29.6	18.5	48.1
	4	99	100	36.2	37.2	16	10.6	26.6
	5	52	100	23.5	37.3	17.6	21.6	39.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	97.6	12.8	30.8	33.3	23.1	56.4
	4	107	100	31.1	36.9	15.5	16.5	32
	5	45	100	27.3	25	20.5	27.3	47.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample